



# Digital Products

A/M/V

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certifies VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade 'P' (Pass) where at least one competency is achieved by the student; or 'Q?' 'Participated' where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

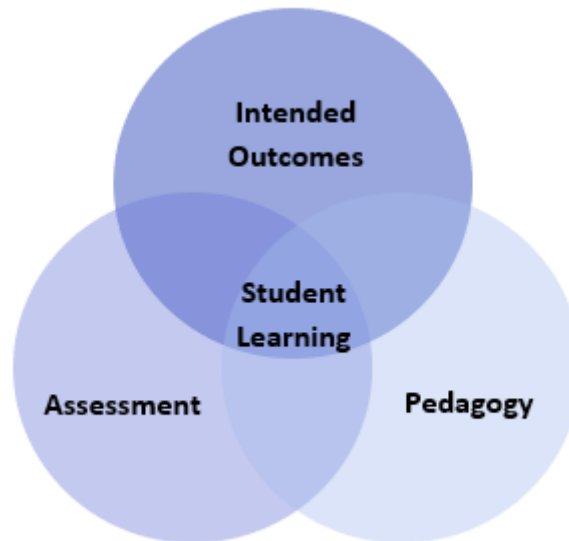
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

*Implementing Vocational Education and Training Courses* (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

## Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



## Learning Principles

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*



## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding.

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability.

Elaboration of these General Capabilities and priorities is available on the ACARA website at:

[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

In Digital Products, students develop ICT industry specific literacy skills as they learn how to communicate ideas, concepts and proposals to a variety of audiences. They develop communication in a range of modes and mediums. Students will be able to demonstrate communication skills required in an IT workplace. By learning the literacy of technologies, students understand that language varies according to context, and they increase their ability to use language flexibly. Students learn the importance of listening, talking and discussing in digital technologies processes, especially in articulating, questioning and evaluating ideas.

### Numeracy

Digital Products gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students may interpret numerical data for relevance, understand and use graphs, spreadsheets, diagrams, codes, and statistics to communicate technical data.

### Information and Communication Technology (ICT)

This course focuses specifically on the knowledge, skills and understandings in ICT. Students use desktop applications, manipulate digital media and manage data. They organise resources and material to create quality products and services appropriate to the ICT environment.

### Critical and Creative Thinking

Students solve problems, make decisions and use critical and creative thinking in producing digital solutions. They imagine, generate, develop and critically evaluate ideas. Students develop reasoning skills and build visual and spatial thinking.

## **Personal and Social Capability**

Students develop personal capability as they develop skills that will be used in future employment or training. They reflect on their own learning. They develop social capability as they engage in project development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing and discussing ideas about problems, progress, and innovative solutions, listening to and respecting the perspectives of others. There are collaborative opportunities for sharing resources and processes, making group decisions, resolving conflict and showing leadership. Students learn principles of good customer service within an ICT context.

## **Ethical Understanding**

Students learn about safe and ethical procedures for investigating and working with people, data and materials. They consider the rights of others and their responsibilities in using practices that protect human rights and the planet and its life forms. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Students consider their own roles and responsibilities as discerning citizens and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

## **Intercultural Understanding**

In their interactions with others, students consider the dynamic and complex nature of cultures, including values, beliefs, practices and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between technologies and society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

### **Asia and Australia's Engagement with Asia**

The Asia and Australia's engagement with Asia priority ensures that students learn about and recognise the diversity within and between the countries of the Asia region. They develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Students investigate a range of contexts that draw on Asia and Australia's engagement with Asia.

### **Sustainability**

The Sustainability priority provides the opportunity for students to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. This priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

# Digital Products

## A/M/V

### Rationale

Digital Products will provide students with the knowledge, skills and understanding of practices, procedures and concepts relevant to working in an Information Technology workplace. They use desktop applications, manipulate digital media and manage data.

Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and or further training.

### Goals

This course should enable students to:

- evaluate industry practices, processes, and procedures
- critically analyse theories and concepts
- evaluate technical information, equipment specifications, materials, and resources
- evaluate plans and results using the principles of sustainability and ethics
- synthesise industry and services knowledge and skills to innovate, plan and develop products and services
- apply project management skills to organise resources and material to create quality products and services
- apply Work Health and Safety principles and industry standards when working independently and collaboratively
- apply communication, interpersonal and intrapersonal skills in a range of modes, mediums, and professional contexts
- apply industry specific literacy, numeracy, and ICT skills for planning, designing, and implementing industry applications
- reflect on learning, success, and setbacks to make improvements to support resilience, safe risk taking and an improvement mindset.

### Unit Titles

- Desktop Applications
- Digital Media Foundations
- Managing Data & Clients
- ICT Workplace Practices
- Negotiated Study

## Organisation of Content

### Desktop Applications

This unit of study provides opportunities for students to investigate the components of Information and Communication Technologies and the applications that can be installed on computers to assist in publishing digital products, and that can be used for communication.

Students will identify parts of analyse the specifications of computers, computer components and software, how they are installed and used and solve problems using that knowledge.

Students will learn how to create digital products and services in both desktop and cloud-based applications, as well as use applications for communication and presentation.

### Digital Media Foundations

This unit of study provides opportunities for students to create digital visual and audio products. Students will investigate digital media products, their capture, and storage and editing of files to create a digital product. Students will: design and create workflows, investigate market trends, and capture and edit digital audio and visual assets to create media products.

### Managing Data & Clients

This unit of study provides opportunities for students to learn how data is collected and managed using relational databases. They will investigate the ethics and security of data storage as well as the tools used to export and visualise data for real world purposes.

### ICT Workplace Practices

This unit of study provides opportunities for students to investigate current workplace practises that influence professional conduct in an IT environment. They will have the opportunity to demonstrate sustainable work practices. Student will be able to interact with ICT clients in a real or simulated environment and demonstrate communication skills required in an IT workplace.

### Negotiated Study

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit. Students must have studied a minimum of two standard 1.0 units from this course.

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

## Assessment Task Types

Suggested tasks include:	
<ul style="list-style-type: none"> <li>• continuous observation</li> <li>• cooperative production task</li> <li>• demonstration drawings</li> <li>• design folio</li> <li>• group project</li> <li>• individual project/activity</li> <li>• oral presentations</li> <li>• planning tasks</li> <li>• product pitch</li> </ul>	<ul style="list-style-type: none"> <li>• real-life project implementation</li> <li>• reflection and evaluation report</li> <li>• research assignment</li> <li>• research project</li> <li>• risk assessments</li> <li>• test</li> <li>• validation task</li> <li>• viva voce</li> <li>• workplace simulation</li> </ul>
No task should be greater than 60% for a 1.0 or 0.5 unit	

### Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each assessment item must enable students to demonstrate higher order thinking.
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: assessment design, student declaration, plagiarism software, oral defence, interview, or other validation tasks.

## Achievement Standards

Student achievement in **A**, **T** and **M** units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

**Achievement Standards Industry and Services Year 12 A**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>analyse relevant practices and procedures to make plausible conclusions</li> <li>analyse a range theories and concepts to draw own conclusion</li> <li>analyse a range of relevant technical information and specifications for a variety of equipment and resources</li> <li>analyse a range of materials or resources to enhance a product or service</li> <li>analyse plans and results using the principles of sustainability or ethics to make plausible conclusions</li> </ul>	<ul style="list-style-type: none"> <li>explain practices and procedures with examples required to complete the task</li> <li>explain theories and concepts relevant to an industry and services context</li> <li>explain a range of relevant technical information and specifications for equipment and resources</li> <li>explain a range of materials or resources for a product or service</li> <li>explain how their plans and results are sustainable or ethical using research</li> </ul>	<ul style="list-style-type: none"> <li>describe practices and procedures required to complete the task</li> <li>describe theories and concepts relevant to an industry and services context</li> <li>describe a range of technical information and specifications for required equipment and resources</li> <li>describe a range of materials or resources used in a product or service</li> <li>describe sustainable or ethical plans and results</li> </ul>	<ul style="list-style-type: none"> <li>describe some practices and procedures within a task</li> <li>identify theories and concepts relevant to an industry and services context</li> <li>describe some technical information and equipment specifications</li> <li>identify relevant materials or resources used in a product or service</li> <li>identify sustainable or ethical plans and results</li> </ul>	<ul style="list-style-type: none"> <li>describe some practices and procedures with limited accuracy</li> <li>identify some theories and concepts relevant to an industry and services context</li> <li>describe some technical information and equipment specifications with limited accuracy</li> <li>identify some materials or resources used in a product or service</li> <li>identify sustainable or ethical plans or results with limited accuracy</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>create products or services to an industry standard for familiar and unfamiliar contexts</li> <li>synthesise knowledge understanding and practical skills to solve non-routine problems efficiently</li> <li>apply project management skills for planning and undertaking tasks efficiently to completion</li> <li>apply relevant terminology and communication skills to clearly justify ideas and proposals</li> <li>apply transferable work skills to work effectively in familiar and unfamiliar contexts</li> <li>apply Work Health and Safety principles to self and others using best practice in familiar and unfamiliar contexts</li> <li>reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements</li> </ul>	<ul style="list-style-type: none"> <li>create products or services to an industry standard with some success for familiar and unfamiliar contexts</li> <li>apply knowledge understanding and practical skills to solve non-routine problems</li> <li>apply project management skills to planning and undertaking tasks to completion</li> <li>apply relevant terminology and communication skills to justify ideas and proposals</li> <li>apply transferable work skills in a range of familiar and unfamiliar contexts</li> <li>apply Work Health and Safety principles to self and others with some independence in familiar and unfamiliar contexts</li> <li>reflect on learning, successes, and setbacks accurately to propose plausible improvements</li> </ul>	<ul style="list-style-type: none"> <li>create products or services to an industry standard with direction for familiar contexts</li> <li>use knowledge understanding and practical skills under direction to solve routine problems</li> <li>uses plans and keep to schedules under direction to completion</li> <li>use relevant terminology and communication protocols and processes to explain ideas and proposals</li> <li>use transferable work skills to work effectively under direction for familiar contexts</li> <li>follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts</li> <li>reflect on learning, successes, and setbacks accurately to propose improvements</li> </ul>	<ul style="list-style-type: none"> <li>create products or services with some functionality with direction in familiar contexts</li> <li>use knowledge understanding and practical skills under direction to attempt to solve routine problems</li> <li>use plans and schedules under direction with limited success</li> <li>use relevant terminology and communication protocols and processes to describe ideas and proposals</li> <li>use transferable work skills to work effectively under direction for familiar contexts with some success</li> <li>follow Work Health and Safety protocols and processes for self with direction for familiar contexts</li> <li>reflect on learning, successes, and setbacks to propose improvements</li> </ul>	<ul style="list-style-type: none"> <li>create products or services with limited functionality with direction in familiar contexts</li> <li>use knowledge understanding and practical skills under direction to attempt to solve simple problems</li> <li>attempts to follow plans and schedules</li> <li>use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals</li> <li>use a limited set of transferable work skills in familiar contexts under direction</li> <li>follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts</li> <li>reflect on learning, successes, and setbacks with direction</li> </ul>

**Achievement Standards Industry and Services Year 11 A**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>analyse relevant practices or procedures to make plausible conclusions</li> <li>analyse theories and concepts in a response relevant to an industry and services context</li> <li>analyse relevant technical information and specifications for equipment and resources</li> <li>analyse materials or resources suitable for a product or service</li> <li>analyse plans and results using the principles of sustainability or ethics</li> </ul>	<ul style="list-style-type: none"> <li>explain relevant practices or procedures with examples in a response</li> <li>explain theories and concepts relevant to an industry and services context</li> <li>explain relevant technical information and specifications for equipment and resources</li> <li>explain choices of materials or resources for a product or service</li> <li>explain how their plans and results are sustainable or ethical</li> </ul>	<ul style="list-style-type: none"> <li>describe practices or procedures required to complete the task</li> <li>describe theories and concepts relevant to an industry and services context</li> <li>describe technical information and specifications for equipment and resources</li> <li>describe materials or resources chosen for a product or service</li> <li>describe sustainable or ethical plans and results</li> </ul>	<ul style="list-style-type: none"> <li>describe some practices or procedures required to complete the task</li> <li>identify theories and concepts relevant to an industry and services context</li> <li>describe some technical information and specifications for equipment and resources</li> <li>identify materials or resources chosen for a product or service</li> <li>identify sustainable or ethical plans and results</li> </ul>	<ul style="list-style-type: none"> <li>describe some practices or procedures required to complete the task with limited accuracy</li> <li>identify concepts relevant to an industry and services context</li> <li>describe some technical information and specifications for equipment and resources with limited accuracy</li> <li>identify some materials or resources chosen for a product or service</li> <li>identify sustainable or ethical plans and results limited accuracy</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>create products or services to an industry standard with some success for familiar and unfamiliar contexts</li> <li>apply knowledge, understanding and practical skills with some independence to solve non-routine problems</li> <li>apply project management skills to planning and undertaking tasks effectively</li> <li>apply relevant terminology and communication skills to justify ideas and proposals</li> <li>apply transferable work skills in range of professional contexts in familiar and unfamiliar contexts with some direction</li> <li>apply Work Health and Safety principles to self and others in familiar and unfamiliar contexts</li> <li>reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements</li> </ul>	<ul style="list-style-type: none"> <li>create products or services to an industry standard with direction for familiar contexts</li> <li>use knowledge, understanding and practical skills under direction to solve routine problems</li> <li>uses plans and keep to schedules under limited direction with success</li> <li>use relevant terminology and communication skills to explain ideas and proposals</li> <li>use transferable work skills in range of professional contexts under direction for familiar contexts</li> <li>apply Work Health and Safety principles to self with some success in familiar and unfamiliar contexts</li> <li>reflect on learning, successes, and setbacks accurately to propose plausible improvements</li> </ul>	<ul style="list-style-type: none"> <li>create products or services with some functionality with direction for familiar contexts</li> <li>use knowledge, understanding and practical skills under direction to attempt to solve routine problems</li> <li>use plans and schedules under direction with success</li> <li>use relevant terminology and communication protocols and processes to attempt to explain ideas and proposals</li> <li>use transferable work skills in professional contexts under direction with some success for familiar contexts</li> <li>follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts</li> <li>reflect on learning, successes, and setbacks accurately to propose improvements</li> </ul>	<ul style="list-style-type: none"> <li>create products or services with limited functionality with direction for familiar contexts</li> <li>use knowledge, understanding and practical skills under direction to attempt to solve simple problems</li> <li>attempt to follow plans and schedules under direction with some success</li> <li>use terminology and communication protocols and processes to describe ideas and proposals</li> <li>use a limited set of transferable work skills in familiar professional contexts under direction</li> <li>follow Work Health and Safety protocols and processes for self with direction for familiar contexts</li> <li>reflect on learning, successes, and setbacks to propose improvements</li> </ul>	<ul style="list-style-type: none"> <li>create components of products or services for familiar contexts</li> <li>use knowledge, understanding and practical skills to attempt to solve simple problems under direction with limited success</li> <li>attempts to follow plans and schedules under direction with limited success</li> <li>use terminology and communication protocols and processes with assistance to identify ideas and proposals</li> <li>use basic transferable work skills in familiar professional contexts under direction</li> <li>follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts</li> <li>reflect on learning, successes, and setbacks with direction</li> </ul>



**Achievement Standards Industry and Services M**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describe industry practices and procedures independently</li> <li>describe technical information and specifications independently</li> <li>describe ethical and sustainable practices independently</li> </ul>	<ul style="list-style-type: none"> <li>describe industry practices and procedures with some assistance</li> <li>describe technical information and specifications with some assistance</li> <li>describe ethical and sustainable practices with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>describe industry practices and procedures with assistance</li> <li>describe technical information and specifications with assistance</li> <li>recount ethical and sustainable practices with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identify industry practices and procedures with continuous guidance</li> <li>identify technical information with continuous guidance</li> <li>recount ethical and sustainable practices with continual guidance</li> </ul>	<ul style="list-style-type: none"> <li>identify some industry practices, and procedures with direct instruction</li> <li>identify some technical information with direct instruction</li> <li>recount ethical and sustainable practices with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>use industry practices, and procedures to deliver a service and/or create a product independently</li> <li>use technical information and specifications to create products and/or services independently</li> <li>demonstrate industry specific literacy and numeracy skills to a range of tasks independently</li> <li>demonstrate work, health, and safety practices independently</li> <li>demonstrate behaviours and attitudes that contribute positively to industry tasks independently</li> <li>communicate ideas using appropriate terminology independently</li> <li>reflect on learning to propose improvements independently</li> </ul>	<ul style="list-style-type: none"> <li>use industry practices, and procedures to deliver a service and/or create a product with some assistance</li> <li>use technical information and specifications to create products and/or services with some assistance</li> <li>demonstrate industry specific literacy and numeracy skills to a range of tasks with some assistance</li> <li>demonstrate work, health, and safety practices with some assistance</li> <li>demonstrate behaviours and attitudes that contribute positively to industry tasks with some assistance</li> <li>communicate ideas using appropriate terminology with some assistance</li> <li>reflect on learning to propose improvements with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>use industry practices, and procedures to deliver a service and/or create a product with assistance</li> <li>use technical information and specifications to create products and/or services with assistance</li> <li>demonstrate industry specific literacy and numeracy skills to a range of tasks with assistance</li> <li>demonstrate work, health, and safety practices with assistance</li> <li>demonstrate behaviours and attitudes that contribute positively to industry tasks with assistance</li> <li>communicate ideas using appropriate terminology with assistance</li> <li>reflect on learning to propose improvements with assistance</li> </ul>	<ul style="list-style-type: none"> <li>follow industry practices, and procedures to deliver a service and/or create a product with continuous guidance</li> <li>use technical information and specifications to create products and/or services with continuous guidance</li> <li>demonstrate industry specific literacy and numeracy skills to a range of tasks with continuous guidance</li> <li>demonstrate work, health, and safety directions with continuous guidance</li> <li>demonstrate behaviours and attitudes that contribute positively to industry tasks with continuous guidance</li> <li>communicate ideas using appropriate terminology with continuous guidance</li> <li>reflect on learning to propose improvements with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>follow industry practices and procedures to deliver a service and/or create a product with direct instruction</li> <li>apply technical information and specifications to products and/or services with direct instruction</li> <li>demonstrate industry specific literacy and numeracy skills to a range of tasks with direct instruction</li> <li>demonstrate work, health, and safety practices with direct instruction</li> <li>demonstrate behaviours and attitudes that contribute positively to industry tasks with direct instruction</li> <li>communicate ideas using appropriate terminology with direct instruction</li> <li>reflect on learning to propose improvements with direct instruction</li> </ul>

## Desktop Applications

**Value: 1.0**

**Desktop Applications a**

**Value: 0.5**

**Desktop Applications b**

**Value: 0.5**

### Unit Description

This unit of study provides opportunities for students to investigate the components of Information and Communication Technologies and the applications that can be installed on computers to assist in publishing digital products, and that can be used for communication.

Students will analyse the specifications of computers, computer components and software, how they are installed and used and solve problems using that knowledge.

Students will learn how to create digital products and services in both desktop and cloud-based applications, as well as use applications for communication and presentation.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse problems and contexts to solve problems involving a chosen computer operating system and hardware</li> <li>• create products using a range of software applications</li> <li>• analyse digital products' contexts to create organisational documents using software applications</li> <li>• analyse the specifications of digital media to draw conclusions about their functionality, interoperability and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• use a chosen computer operating system and hardware and describe specifications</li> <li>• use application software packages and describe specifications</li> <li>• use digital media software applications and describe specifications</li> <li>• create digital products</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• analyse workplace practices, processes and procedures, including business practices associated with using software, to solve problems in desktop applications</li> <li>• create workplace documents using a range of desktop applications</li> <li>• analyse a design brief and solve problems to meet the brief and address the requirements of a client</li> </ul>	<ul style="list-style-type: none"> <li>• use workplace practices, procedures and standards including business practices associated with using software</li> <li>• use a design brief to create products</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse technical information and specifications of an operating system to draw conclusions about their functionality, interoperability and purpose</li> <li>• analyse projects to apply ethical and sustainable work practices, for example, privacy, copyright, carbon footprint of servers</li> <li>• analyse the purpose and features of a range of application software packages to enhance a product or service</li> <li>• analyse the nature of input and output devices in computer systems to draw conclusions about the implications for use</li> <li>• analyse the principles of basic graphic design and the features of associated applications to draw own conclusions about proposals and products</li> <li>• analyse the different types of file formats used in video, sound and image production to solve problems in digital products</li> </ul>	<ul style="list-style-type: none"> <li>• use an operating system and describe its use and purpose, for example, personalise user settings</li> <li>• Identify ethical and sustainable projects and practices</li> <li>• identify the purpose and features of a range of application software packages in solving simple problems</li> <li>• describe the purpose of input and output devices in computer systems in solving simple problems</li> <li>• use the elements of basic graphic design and the features of applications in creating products</li> <li>• use different types of file formats used in video, sound and image production</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• apply desktop applications terminology and formats to ideas and proposals</li> <li>• analyse numerical information and specifications in projects and plans, for example, Gantt Chart, file size and compression, procurement</li> <li>• apply industry practices, processes and procedures to create a product or deliver a service</li> <li>• apply transferable works skills to work effectively with others in familiar and unfamiliar contexts</li> <li>• apply project management skills to plan, undertake and complete tasks</li> <li>• communicates with high proficiency, using industry terminology and organises materials and resources</li> <li>• reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements</li> </ul>	<ul style="list-style-type: none"> <li>• develop writing, editing skills and recording of work procedures</li> <li>• interpret numerical information</li> <li>• apply interpersonal skills in working with a range of people</li> <li>• demonstrate self-management skills which contribute to positive outcomes</li> <li>• reflect on own learning and ways of improving</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

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which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages

All additional competencies associated with this unit must also be delivered:

Code	Competency Title
ICTICT216	Design and create basic organisational documents
ICTICT223	Install software applications

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 9-10.

## Digital Media Foundations

**Value: 1.0**

**Digital Media Foundations a**

**Value 0.5**

**Digital Media Foundations b**

**Value 0.5**

### Unit Description

This unit of study provides opportunities for students to create digital visual and audio products. Students will investigate digital media products, their capture, and storage and editing of files to create a digital product. Students will: design and create workflows, investigate market trends, and capture and edit digital audio and visual assets to create media products.

### Specific Unit Goals

This unit should enable students to:

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>• analyse health and safety practices and analyse contexts for self and others</li> <li>• analyse social media tools' technical information and specifications to solve problems</li> <li>• propose and create photo images</li> <li>• apply basic vision and sound editing practices, processes and procedures to create a product</li> <li>• apply technical information and specifications to capture and manipulate digital images</li> </ul>	<ul style="list-style-type: none"> <li>• follow work health and safety procedures</li> <li>• describe elements and issues in using social media</li> <li>• create audio and visual digital media products</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>M Course</b>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• analyse workplace practices, procedures and standards related to creating digital visual and audio products</li> <li>• analyse audio and visual digital products for different purposes and in different contexts</li> <li>• analyse the importance of copyright compliance when manipulating media</li> </ul>	<ul style="list-style-type: none"> <li>• use workplace practices, procedures and standards related to creating digital visual and audio products</li> <li>• describe the importance of copyright compliance when manipulating media</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse the specifications of the purpose and features of a range of application software packages related to digital media according to context</li> <li>• analyse the difference between analogue and digital products</li> <li>• analyse the different types of file formats used in video, sound and image production</li> </ul>	<ul style="list-style-type: none"> <li>• identify the purpose and features of a range of application software packages related to digital media</li> <li>• understand the difference between analogue and digital products</li> <li>• recognise the different types of file formats used in video, sound and image production</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• synthesise the features, functions and terminology associated with social media to solve problems in digital media</li> <li>• analyse the importance of multimedia assets and devices in social media applications according to context</li> <li>• synthesise digital media problems and the conventions, techniques and components used to create and edit media assets</li> <li>• synthesise context, purpose and different types of social media tools and applications, to solve problems associated with their use</li> <li>• capture, edit and produce digital assets including images, video and sound to create digital media products</li> <li>• analyse contexts to apply relevant procedures and instructions relating to work health and safety (WHS)</li> <li>• analyse contexts to apply workplace safety and emergency procedures, and define commonly used terms, signs and symbols</li> <li>• analyse contexts to apply the responsibilities of workers set out in WHS regulations</li> <li>• apply project management skills to identify and define problems, analyse different possible solutions and select the best option and complete projects</li> <li>• apply transferable work skills and interact with others in solving problems, proposing solutions and justifying ideas</li> <li>• analyse processes for writing, editing and recording of work procedures and apply to projects or problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• describe the features, functions and terminology associated with social media</li> <li>• explain the importance of multimedia assets and devices in social media applications</li> <li>• describe the conventions, techniques and components used to create and edit media assets</li> <li>• use social media tools to solve problems</li> <li>• create digital media products with images and video</li> <li>•</li> <li>• follow WHS practices and procedures</li> <li>•</li> <li>•</li> <li>• interact with others in solving problems</li> <li>• develop writing, editing skills and recording of work procedures</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• communicate accurately with others in an appropriate format, both orally and in writing</li> <li>• analyse numerical information in projects and plans and apply to projects or problem solving</li> <li>• apply transferable work skills required to work with others and to complete projects and solve problems</li> <li>• reflect on learning, successes, and setbacks to propose well-reasoned improvements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate basic communication skills, both orally and in writing</li> <li>• interpret numerical information</li> <li>• apply interpersonal skills in working with a range of people</li> <li>• reflect on learning, successes, and setbacks to propose well-reasoned improvements</li> </ul>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students’ needs and interests, meeting the A/M content descriptions.

### Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

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which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
<b>BSBWHS211</b>	<b>Contribute to the health and safety of self and others</b>

All additional competencies associated with this unit must also be delivered:

Code	Competency Title
CUADIG303	Produce and prepare photo images
CUADIG212	Develop digital imaging skills
CUAPOS211	Perform basic vision and sound editing
CUASOU212	Perform basic sound editing
ICTWEB306	Develop web presence using social media

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## **Assessment**

Refer to pages 9-10.



## Managing Data and Clients

**Value: 1.0**

**Managing Data and Clients a**

**Value 0.5**

**Managing Data and Clients b**

**Value 0.5**

### Unit Description

This unit of study provides opportunities for students to learn how data is collected and managed using relational databases. They will investigate the ethics and security of data storage, as well as the tools used to export and visualise data for real-world purposes.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse contexts or problems to draw conclusions about ethical and sustainable work practices</li> <li>• analyse relevant practices and procedures to maintain inventories for equipment, software and documentation</li> <li>• analyse contexts and problems involving commercial computing packages</li> <li>• apply customer service skills with ICT clients</li> <li>• analyse contexts and problems involving the operation of relational database applications</li> </ul>	<ul style="list-style-type: none"> <li>• describe sustainable work practices and use in workplace problems</li> <li>• describe procedures for making inventories for equipment, software and documentation and use in workplace problems</li> <li>• use procedures and specifications of commercial computing packages</li> <li>• use customer service skills with ICT clients</li> <li>• use technical information, specifications, procedures and practices to operate relational database applications</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• analyse contexts or problems to draw conclusions about workplace practices, procedures and standards related to managing data and clients</li> <li>• analyse contexts or problems to draw conclusions about ethical and sustainability requirements in the workplace and outline enforcement practices</li> <li>• analyse the functionality available in commercial software packages for contexts or problems</li> <li>• analyse ICT support in an organisation, including client contact, to enhance services for clients</li> </ul>	<ul style="list-style-type: none"> <li>• describe workplace practices, procedures and standards related to managing data and clients,</li> <li>• describe ethical and sustainable workplace requirements</li> <li>• describe functionality available in commercial software packages for contexts or purposes</li> <li>• describe the role of ICT support in an organisation, including client contact in context</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse the features and capabilities of current hardware and software</li> <li>• analyse basic database design principles to draw own conclusions</li> <li>• analyse the purpose and use of database features and tools in context to draw conclusions or solve problems</li> <li>• analyse social media tools and applications for managing data and clients</li> </ul>	<ul style="list-style-type: none"> <li>• describe the features and capabilities of current hardware and software</li> <li>• describe basic database design principles to draw own conclusions</li> <li>• use social media tools and applications for data and clients</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• synthesise knowledge, understanding and skills to store, access and use data between multiple software applications</li> <li>• create and use a relational database, including queries, reports and user interaction</li> <li>• apply relevant procedures and instructions relating to work health and safety (WHS) in context</li> <li>• synthesise knowledge, understanding and skills to in solving problems, proposing solutions and justifying ideas</li> <li>• apply project management skills to troubleshoot and document common ICT issues and their resolution, including procedures for escalation</li> <li>• apply transferable work skills required to work with others and to understand, communicate effectively</li> <li>• analyse relevant practices and procedures for writing, editing and recording of work procedures and apply to creating products or solving problems</li> <li>• analyse numerical information and apply to projects and plans</li> </ul>	<ul style="list-style-type: none"> <li>• use procedures to store, access and use data between software applications</li> <li>• use a database, including queries, reports and user interaction</li> <li>• follow WHS practices and procedures in context</li> <li>• solve simple problems and justify choices</li> <li>• interact with others in solving problems</li> <li>• apply interpersonal skills in working with a range of people</li> <li>• use industry practices and procedures for writing, editing skills and recording of work procedures</li> <li>• use numerical information in projects or communications</li> </ul>
<ul style="list-style-type: none"> <li>• apply relevant terminology and communication skills to justify ideas and proposals accurately to others in an appropriate format, both orally and in writing</li> <li>• reflect on learning, successes, and setbacks to propose improvements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate basic communication skills, both orally and in writing</li> <li>• reflect on learning, successes, and setbacks to proposed improvements</li> </ul>

## A guide to reading and implementing content descriptions

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A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

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which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBSUS211	Participate in sustainable work practices

All additional competencies in this unit must also be delivered:

Code	Competency Title
ICTICT224	Integrate commercial computing packages
ICTICT219	Interact and resolve queries with ICT clients
ICTICT226	Operate simple database applications
ICTSAS210	Update and maintain hardware, software and documentation inventories

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 9-10.

## ICT Workplace Practices

**Value: 1.0**

**ICT Workplace Practices a**

**Value 0.5**

**ICT Workplace Practices b**

**Value 0.5**

### Unit Description

This unit of study provides opportunities for students to investigate current workplace practises that influence professional conduct in an IT environment. They will have the opportunity to demonstrate sustainable work practices. Student will be able to interact with ICT clients in a real or simulated environment and demonstrate communication skills required in an IT workplace.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse relevant practices and procedures to work and communicate effectively in an ICT environment</li> <li>• analyse a range of relevant technical information and specifications for basic current industry specific technologies</li> <li>• analyse theories and concepts for ICT workplaces to draw conclusions</li> <li>• synthesise knowledge understanding and practical skills to connect and manage hardware peripherals</li> <li>• create products or services in ICT projects</li> </ul>	<ul style="list-style-type: none"> <li>• use relevant practices and procedures to work and communicate effectively in an ICT environment</li> <li>• identify and use basic current industry specific technologies</li> <li>• describe successful ICT workplaces</li> <li>• use appropriate procedures and skills to connect and manage hardware peripherals</li> <li>• create products or services in ICT projects</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• analyse policies, procedures and features of the business environment, and the role of ICT within it to make conclusions</li> <li>• analyse the principles of equal employment opportunity (EEO) and anti-discrimination to draw conclusions about workplace case studies</li> </ul>	<ul style="list-style-type: none"> <li>• describe the policies, procedures and features of the business environment, and the role of ICT within it</li> <li>• describe the principles of equal employment opportunity (EEO) and anti-discrimination</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse ethics and sustainability trends in the ICT industry</li> <li>• analyse a range of hardware peripherals and their interaction with operating systems and software products</li> <li>• analyse the constraints that exist on ICT client support to enhance products or services</li> <li>• analyse information about the organisation and its procedures to enhance products or services for clients and colleagues</li> <li>• analyse new and emerging industry specific technologies and techniques to make conclusions, including about ethics and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• describe sustainable and ethical ICT contexts</li> <li>• describe range of hardware peripherals and their interaction with operating systems and software products</li> <li>• use information about the organisation and its procedures to respond to client and colleague requests</li> <li>• demonstrate new and emerging industry specific technologies and techniques</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• apply relevant procedures and instructions relating to work health and safety (WHS) to ICT contexts</li> <li>• synthesise knowledge understanding and practical skills to connect, install, test and manage hardware peripherals</li> <li>• apply project management skills work skills in solving problems, proposing solutions and justifying ideas</li> <li>• analyse processes for writing, editing and recording of work procedures and apply to solving problems or drawing conclusions</li> <li>• communicate accurately with others in an appropriate format, both orally and in writing</li> <li>• analyse numerical information in projects and plans and apply to solving problems or drawing conclusions</li> <li>• apply transferable work skills required to work with others and to understand, communicate with others</li> <li>• apply transferable work skills to organise self, materials and work to create quality products within deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• follow WHS practices and procedures in ICT contexts</li> <li>• connect, install, test and manage hardware peripherals</li> <li>• solve simple problems and justify choices</li> <li>• develop writing, editing skills and recording of work procedures</li> <li>• demonstrate basic communication skills, both orally and in writing</li> <li>• interpret numerical information</li> <li>• apply interpersonal skills in working with a range of people</li> <li>• use skills to create products or services</li> </ul>
<ul style="list-style-type: none"> <li>• reflect on learning, successes, and setbacks to propose improvements</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on learning, successes, and setbacks to propose improvements</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

- ICT20120 Certificate II in Applied Digital Technologies

which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBTEC202	Use digital technologies to communicate in a work environment

All additional competencies in this unit must also be delivered:

Code	Competency Title
ICTICT221	Identify and use specific industry standard technologies
ICTSAS218	Obtain and Connect hardware peripherals

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 9-10.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal’s written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

### Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

**NOTE: There are no VET competencies attached to this unit. VET competencies may be assessed where relevant to the focus of the unit. The competencies selected must align with the requirements of the AUR Training Package and to the competencies already completed during the course if students are to achieve the relevant qualifications.**

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>• analyse practices, procedures, theories and concepts pertaining to an area(s) of study within Digital Products</li> <li>• communicate effectively in an ICT environment</li> <li>• apply transferable work skills to justify ideas and proposals effectively in an ICT environment</li> <li>• apply basic current industry specific technologies to solve problems or draw conclusions</li> <li>• create products or services to solve the problems identified in the independent study</li> </ul>	<ul style="list-style-type: none"> <li>• focus on an area(s) of study within Digital Products</li> <li>• communicate effectively in an ICT environment</li> <li>• apply transferable work skills to ICT contexts</li> <li>• use basic current industry specific technologies in context</li> <li>• create products or services to solve the problems identified in the independent study</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• analyse industry practices, and procedures that relate to the chosen topic or problem in digital products</li> <li>• analyse and apply ethical and sustainable work practices that relate to the chosen topic or problem in digital products</li> <li>• analyse the purpose and features software packages that relate to the chosen topic or problem in digital products</li> <li>• design basic organisational documents using software packages that relate to the chosen topic or problem in digital products</li> <li>• analyse problems related to the chosen topic in digital products to enhance methods to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• recognise industry practices, processes and procedures that relate to the focus of digital products</li> <li>• describe ethical and sustainable practices that relate to the chosen topic or problem in digital products</li> <li>• identify the purpose and features of software packages that relate to the chosen topic or problem in digital products</li> <li>• produce basic organisational documents using software packages that relate to the chosen topic or problem in digital products</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• apply all relevant procedures and instructions relating to work health and safety (WHS)</li> <li>• apply project management skills in solving problems, proposing solutions and justifying ideas and completing projects that relate to the chosen topic or problem in digital products</li> <li>• analyse processes for writing, editing and recording of work procedures and apply in projects that relate to the chosen topic or problem in digital products</li> <li>• apply skills to communicate accurately with others in an appropriate format, both orally and in writing using terminology that relate to the chosen topic or problem in digital products</li> <li>• analyse numerical information in projects and plans and apply in projects that relate to the chosen topic or problem in digital products</li> </ul>	<ul style="list-style-type: none"> <li>• follow WHS practices and procedures</li> <li>• solve simple problems and justify choices that relate to the chosen topic or problem in digital products</li> <li>• use writing and editing skills and recording of work procedures in projects</li> <li>• use basic communication skills, both orally and in writing using terminology that relate to the chosen topic or problem in digital products</li> <li>• use numerical information in projects</li> </ul>



A Course	M Course
<ul style="list-style-type: none"> <li>• apply transferable work skills to the chosen project</li> <li>• apply project management skills to organise self, materials and work to achieve quality products or services within deadlines</li> <li>• reflect on learning, successes, and setbacks to propose improvements</li> </ul>	<ul style="list-style-type: none"> <li>• use transferable work skills in the chosen project</li> <li>• apply project management skills to organise self, materials and work to achieve quality products or services within deadlines</li> <li>• reflect on learning, successes, and setbacks to propose improvements</li> </ul>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students’ needs and interests, meeting the A/M content descriptions.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major or major/minor course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

For the Negotiated Study unit, students must have studied a minimum of TWO standard 1.0 units from this course.

### Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

### Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Data Science
- Networking and Security
- Robotics and Mechatronics
- Digital Technologies

### New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies. Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

### Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfil the time-based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the ICT Information Communication Technology Industry context.

## **Guidelines for delivery**

### **Program of Learning**

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

### **Content Descriptions**

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

## Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

## Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

## Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

[http://www.bsss.act.edu.au/grade\\_moderation/moderation\\_information\\_for\\_teachers](http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers)

for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Bruce Fuda	Gungahlin College
Juliette Major	St Clare’s College
<b>Minor Variation (2024 for 2025)</b>	
Mariette Knezevic	St Mary MacKillop College
Edwin Griffin	Burgmann College

## Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

## Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words



## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Implementation of VET Qualifications

### VET Qualifications

#### ICT20120 Certificate II Applied Digital Technologies

To receive the **ICT20120 Certificate II in Applied Digital Technologies** the following packaging rules apply:

- 12 units of competence are required to complete the qualification, including:
  - 6 core competencies
  - 6 elective competencies, of which 3 must be from Group A

The Digital Products course has listed competencies that meet these packaging rules. If colleges have scope and wish to implement additional competencies, they need to contact the BSSS.

If the full requirements of a Qualification are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to NVR Standards.

#### VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

**NOTE:** When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued

**All competencies must be delivered in the relevant unit. Both core and elective competencies are prescribed in this Digital Products course in the table below.**

#### VET Implementation Summary

BSSS Unit Title	Competencies	
Desktop Applications	<b>ICTICT213</b> Use computer operating systems and hardware	Core
	<b>ICTICT214</b> Operate application software packages	Core
	<b>ICTICT215</b> Operate digital media technology packages	Core
	ICTICT216 Design and create basic organisational documents	Group A
	ICTICT223 Install software applications	Group A
Digital Media Foundations	<b>BSBWHS211</b> Contribute to health and safety of self and others	Core
	CUADIG303 Produce and prepare photo images	Group B
	CUAPOS211 Perform basic vision and sound editing	Group B
	CUASOU212 Perform basic sound editing	Group B
	CUADIG212 Develop digital imaging skills	Group B
	ICTWEB306 Develop web presence using social media	Group A

BSSS Unit Title	Competencies	
<b>Managing Data and Clients</b>	<b>BSBSUS211</b> Participate in sustainable work practices	<b>Core</b>
	ICTICT224 Integrate commercial computing packages	Group A
	ICTICT219 Interact and resolve queries with ICT clients	Group A
	ICTICT226 Operate simple database applications	Group A
	ICTSAS210 Update and maintain hardware, software and documentation inventories	Group A
<b>Information Technology Workplace Practices</b>	<b>BSBTEC202</b> Use digital technologies to communicate in a work environment	<b>Core</b>
	ICTICT221 Identify and use specific industry standard technologies	<b>Group A</b>
	ICTSAS218 Obtain and Connect hardware peripherals	<b>Group A</b>

## Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

## **Standards for Registered Training Organisations 2015**

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access The Users' Guide to the Standards, refer to:

<https://www.asqa.gov.au/standards>

## **Guidelines for Colleges Seeking Scope**

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

## Appendix G – Course Adoption

### Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college, and the adopting college has the human and physical resources to implement the course.

### Adoption Process

Course adoption must be initiated electronically by an email to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au) by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

<b>College:</b>			
<b>Course Title:</b>	Digital Products		
<b>Classification/s:</b>	A	M	or AV MV
<b>Accredited From:</b>	2022		
<b>Minor Variation Active From</b>	2025		
<b>Framework:</b>	Industry and Services Framework		